

## Advocacy for Entrepreneurship Education through Adult Education and Community Development Practice in Nigeria

**DR. EMMANUEL WICHENDU OJI**

Ignatius Ajuru University of Education

Faculty of Education

Department of Curriculum Studies/ Instructional Technology

Rumuolumeni, Rivers State. Nigeria

Email: Address: Emmanuel wichendu@yahoo.com

**MRS. EMESIOBI, PATIENCE O.**

Ignatius Ajuru University of Education

Faculty of Education

Department of Curriculum Studies/Instructional Technology

Rumuolumeni. Rivers State, Nigeria.

---

### Abstract

Advocacy for entrepreneurship education through adult education and community development, was borne at the instance of noticeable Nigeria graduates at all levels of the educational system in the 21<sup>st</sup> century being faced with the challenges of joblessness in the labour market. This calls for serious attention or concern of government and organizations in ensuring alternative means of human adjustment to capacities building of our graduates. This unemployment saga is open to all fields of human endeavour. As such making life and livelihood unbearable and unsuitable, which has resulted to high level of crime and criminality This has also caused a depleting and depreciating economy in term of high inflation rate, drop in foreign reserves, high patronage in the importation of finished products aboard, etc. Therefore, it become imperative to use adult education and community development as a yield stick for advocating on the reinvestment of our education structure into the entrepreneurship education at all levels through proper social structure change that will lead to better social actions. The advocacy will promote for “self-reliance and dependency or independently” which is the true position of entrepreneurship education in the 21<sup>st</sup> century. The paper re-echoes that using adult education and community development apparatus such as participation, conscientization, vocational, literacy etc will go a long a long way in playing vital roles in setting the pace for the take off the projections of the subject matter in our rural communities and urban cities of the nation at large.

**Keywords:** Advocacy, Entrepreneurship Education, Adult Education and Community Development.

---

### INTRODUCTION

The idea of reorientation in the area of entrepreneurship education has been an age longed discourse and affairs to concerned educators, policy makers, professionals, industrialist and well-meaning citizens of Nigeria, especially in the 21<sup>st</sup> Century. Entrepreneurship education is as old as the country, Nigeria based on the fact that it has existed before the advent of the missionaries that

brought education. Then it was called indigenous or traditional education. It was over taking by the quest for white collar job and the structure of the formal education system. A situation whereby parents, masterminds or trainers in the past no longer pass skills acquired to their children, wards and others, as to enable them become self-reliant, self-employed, in their chosen field or career for life betterment and sustainability of their families and homes.

Nduk (2017) supporting this view agreed that the situation changed with the introduction of western education and with the resultant effects of oil boom era. Whereby Nigerian graduates were employed into white collar jobs. When the oil boom era collapsed, the issue of unemployment came to the surface and unbearable. But the quest for higher education continued to the extent that even those not qualified to be admitted into the higher colleges or institutions were admitted and the institutions became over populated just for acquiring higher certificate to meet up with the requirements of the federal character and white-collar jobs. The significant thing is that the turnout of graduates outweighed the job positions ready to absorb the graduates is the crux of the matter in this discourse.

Thereafter, efforts were made by government agencies Nigeria Association of Small and Medium Enterprises (NASME), National Directorate for Employment (NDE), National Youth Services Corps (NYSC), Mass Mobilization for Self-Reliance, Social, Justice and Economic Recovery (MAMSER) etc to readdressed the issue or problem of unemployment of the nation. The Nigerian Universities Commission (NUC) in order to curb the unemployment plaque called for the inclusion of entrepreneurship education in the university curriculum from 2007/2008 academic session (Nduk, 2017). This idea was welcomed as laudable, but the strategies, methodologies of implementations are still crawling because of bureaucratic bottlenecks around the administrative settings.

Akanbi in Amadioha and Akor (2018), stressed that entrepreneurship education place in the task of enabling our populace, particularly our tertiary education graduates in achieving the goals and objectives of the Nigerian economic development strategies is not merely an issue of classroom delivery of the subject matter or content alone; rather it should also embrace and place a good premium on the employment of requisite methods and knowledge structures that will displace a number of irrelevant skills for the achievement of the said goals of the nation. The anticipated relevant skills will be designed to enable Nigeria tackle her social-economic issues and problems.

Particularly in terms of enabling our graduates gain awareness and embrace a number of development assets that are rooted in; acquisition of human resources and capacity building skills. This will promote human dignity and equality, peace, democracy and democratic governance, environmental stability and sustainability, technological development, natural resources management, public private partnership orientation, sustain poverty reduction, employment creation, value-orientation, and generation of wealth amongst others.

These indicators cannot be achieved in the classroom settings which is more of critical thinking. Rather the approaches of dialogue, popular participation in decision-making, which are non-formal adult education in nature should be employed to achieve such aforementioned targets. The statement is also in line with the call for advocacy on this subject matter that intend to mitigate rural –urban migration and search for non-existing white-collar jobs and participate fully in community development processes that will better skill development amongst youths.

Egenti (2012) maintained that the involvement of youths and adults alike in community development has become paramount. Despite the variations in individuals' expectations for investment in education, higher education is expected to create the needed human capital with

enhanced skills, which can lead to technological innovations, higher productivity for the economy and lifelong learning. Therefore, the rationale for investing in human capital as contextualized into three broad categories are;

1. the need to give new generation appropriate knowledge.
2. the need to assist the new generation to understand how existing knowledge can be used to develop products and generally introduced new ideas, methods and technique that will translate knowledge into action.
3. the need to know that people need to be encouraged to develop entirely new ideas, products, processes and methods through creative approaches.

These ideas of the non-formal sector will fast track the original objectives of higher education along the more expected social change in attitude, value orientation, products and innovations that will also energize the higher educator products in transforming the process of economic growth which is built on integrated approach.

Comparing these thoughts with the current felt needs of rural communities, one will observe that the needs varies because of certain variables that has to do with decay in national infrastructure and wide spread poverty which really culminated into rural-urban drift, believing that in this scenario there is no little or impact of higher education on the youths' empowerment at the grass root.

In this scenario the National Youth Service Corps (NYSC) scheme is also challenged seriously, making it common for corps member resist staying or posted to the rural-areas or communities to performance their primary assignment that expects them to transform the areas through their acquired creative and innovative knowledge for the social change of the communities.

This happened as a result of the knowledge gap that existed between the impact of higher education among youths in respect to social change and empowerment that will propel the structure of rural communities. Based on the fact that the said structures has been altered, there is the need to reorient graduates towards needful values, social actions, norms, cultural products of what makes a man in the society, which must be out of the formal education system context alone, because the outcry for now is not certificate based, rather acquisition of relevant skills, knowledge, that will not alter the way forward for a viable socio-economic development drawing board of any given society that supposed to enhance community development and lifelong living.

### **Entrepreneur**

Entrepreneur is a business person who plants a seed that bear better fruits of enterprise towards industrial development of a nation. He plants, water and watch the seeds germinate, grow and harvest. In essence, creating wealth that will give opportunities to others in form of paying tax to the government, improve per capital income by saving for the future, drive social responsibilities etc. The entrepreneur loves engaging in entrepreneurial ventures.

It is in the same vein that Obilo and Onukwugha (2018), see an entrepreneur as a person who is willing to take risk and able to convert a new idea or innovation into a successful one. Buchhotz and Rosenthal (2005), defined entrepreneur as a person who creates something new or unfamiliar in a community to meet an underlying need of customers.

Hisrich, Peter and Shepherd in Gontur, et al (2018), also agree that an entrepreneur is a person who manages large production projects.

These definitions show that an "entrepreneur" is found in a competitive world, that requires, innovative ideas, creative, critical thinking, studious of the environment to survive and make a

success in life of business either in small or large scale component. This also means that by characteristics such “entrepreneur” must be; economic and dynamic, innovator, risk bearer, pacesetter, analytical-skilled, imbued with the spirit of teamwork, full of energy and ideas, profit minded, able to turn goods or raw materials into finished products, ready for lifelong learning in respect to ICT compliance of the 21<sup>st</sup> century. In other words, they are valued for their contributions to the economy of every nation in the world by the use of modern infrastructures and communication gadgets for sustainability of the growth of humanity.

### **Entrepreneurship**

It is a development in an individual that ventures into skill development that will result to self-reliance and dependency in one’s sustainable livelihood. Entrepreneurship is an occurrence which is developed in an individual as he/she ventures or uses new idea, approaches in managing or handling ideas in a special way by presenting products or services uniquely.

Kanu and Onwukwe (2008) add that entrepreneurship has to do with profit making, high level of independence, deciding on how the business should be run and worked on and producing satisfaction in one’s lifestyle.

These definitions again are on an individual concept. But Bettler and Ajayi (2012), scribed to say that entrepreneurship and innovation are known as vital driving force of economic growth, productivity and employment in these days of global competitiveness among the nations. The definition is in line with the global concept of what is required to set up the stage of the growth of an economy of any nation through entrepreneurship. It calls for value reorientation, self-confidence, rededication, re-education and wise thoughts, especially on the aspect of competitive, comparative and speculative demand of goods and services.

### **Entrepreneurship Education**

Education is a vital tool for self-development and that of the society. Education provides good attitudes, values, norms, skills, knowledge to the citizenry of a nation. These indicators are transferred from one generation to another. Such transfer is the practical approach to the reason for entrepreneurship for the economic growth of a nation. This brings to bear that there is no separation in the two concepts, based on the fact that entrepreneurship must be built on the understanding of what education is all about at any level of it, in Obunadike and Ogwo-Agu (2018).

Education cannot be overruled as a process of enabling individuals to live as useful and acceptable members of a society. It means that education for excellence helps individuals to gain ideas, knowledge and experience that will ensure making them useful to themselves and community they belong is very necessary in terms of taking decision on a felt need, organizing, supervising, monitoring, implementation and evaluation (formative and summative stages) as to achieve targeted objectives and goals of such facility that will better their lives for sustainability.

Albert (2012), pointed out that where the educational system is based on a well-thought-out curriculum, the needed manpower for developing the society and avoiding destructive conflict will be produced. Education becomes an asset when it is organized in a manner that unites the nation. But it becomes destructive when it is unequally distributed, when it is used by politicians as a weapon of cultural repression, when a group of people are denied access to it, when the curricula are manipulated against the needs of the society.

Babalola in Obunadike and Ogwo-Agu (2018), observed that one major human capital assumption is that finishing formal tertiary education, graduates should be able to make a successful transition from these institutions of higher learning to become productive workers, self-reliant

entrepreneurs, responsible parents, good citizens, selfless leaders and live healthy lives. This assumption may be right, but the current state of the nation's economic down turn, makes it impossible for such postulations to be achieved in reality. Rather it created a room to compound the socio-economic issues of the nation, that supposed to give all leeway to a sustainable entrepreneurship society, instead it encourages uprising of high rural-urban migration in search for white collar job and other associated problems.

Ozoro (2003), said that entrepreneurship education is expected to develop in the individuals or recipients the needed skills for self-reliance and easy adaption in the world of work, thus producing not just job seekers, but job creators and employers of labour. This strategy involves dignity of labour, diligence, having mind of proper gaining of prosperity and of solving economic problems etc, which will assist school leavers to gain skills and apprenticeship knowledge for better living. Ojeifo (2013) stressed that entrepreneurship education is a functional educational process that provides the youths with adequate trainings that will enable them to be creative and innovations in identifying novels business opportunities in their chosen careers or endeavours.

In the same direction, Olorundare and Kayode in Kalio (2018), states that in view of the positive social and economic effects of entrepreneurship education, many Nigeria tertiary institutions are now advancing towards entrepreneurial thinking and behaviour to develop students' awareness of the relevance of entrepreneurship training. Therefore, the inclusion of good strategies, processes, mechanisms that will better society cannot be achieved without the apparatus of adult education and community development, in order to win this common fight that if won will be celebrated to the joy of improving self-sustenance, reliance and sustainability of livelihood on the economic growth of nations.

#### **Areas of Entrepreneurship Education include:**

Computer and accessories, repairs, installation, reprography machine repair, setting up of cybercafé and business centres, skills in Agricultural practices, production or making of pomades, soap, tires and dyeing of materials, hairdressing or making, block laying, tiling of houses, plumbing, interior and exterior decorations, landscaping, wall screeding, painting, electrical works, plastering, ornamental plants management, book binding, GSM repairs, photography, video coverage, studio recording managers, footballing and other games, craft making (Cane bed, chairs, baskets, tables), trading (shop and chores for petty products), artistical displaces (dancing, creature writing, editing, public master of ceremony, drama), production of fruit juice, wine, local gin).

These areas of speciality and others if ventured into by the graduates at all levels will assist to reduce poverty metted as a result of unemployment and promote self-reliance, actualization, economic stability and programme development (in terms of planning, decision-making, teams spirit building, discipline, time management in respect to the demand of the skills or trade to be acquired.

Nuka-Ozo (2012) add that entrepreneurship education has enormous potentials in recreating the individual to create things for himself /herself for the communities and society at large, especially positive attitude and critical analysis skills, which are veritable tools for self-development and skills acquisition.

#### **Adult Education and Community Development (Strategies and Approaches)**

Adult education is the mother of community development as a strata, but both fields are age-long practice in the traditional setting in Nigeria. They are complementary and correlational in Nature. They are geared towards making changes in all spheres of human endeavour, especially in times of poverty, war, hunger, wrong policies and programmes of government, etc. They contribute

immensely to nation building and development, particularly by the application of the non-tangible aspect of education (non-formal and informal) practice of community development that has to do with attitudinal, behavioural, norms and values of social change for the betterment of rural communities and dwellers.

Adekola in Oji (2014) agreed that community development is socialization or socializing process for induction of social change for the good of the communities, through the development of abilities, attitudes and other forms of behaviour which are positive to the value of the communities and society at large. This involves a process of education which help people to think for themselves, and effect change that will bring a lasting solution to societal problems.

The awakening of needs removal of impediments to the satisfaction of such needs, as well as improvement in skills acquisition required for that purpose are “education processes” which involves basic changes in attitudes, knowledge and skills, Fajonyomi (2013) supporting this view mentioned that adult education and community development are loaded with the opportunities of providing knowledge, values and skills needed for the survival of individual and society.

Unfortunately, the non-formal education components are neglected or ignored in most developing countries. Therefore, the development without adult and non-formal education is more or less like limping on one leg.

### **These Two Concepts**

Adult education and community development, in reality deals with the non-formal educational setting on how to create room for social change structures, which must come or achieved by redirecting education towards attitudinal, norms, values change to better cultural products and symbols is what is expected for the activities of the formal education system. But the alternation in knowledge and value orientation towards socio-economic development is one of the serious reasons that limited empowerment level of youths who are the products of the system. The overall idea is to see how the socio-economic setting can be revived towards the acceptance of “entrepreneurship education” as sure way to economic manifestation of the country or nation. This must be demonstrated through social radical actions.

Onabanjo in Egenti (2012) add that there is now an existing gap on youth within the context of social change and youth empowerment for grassroots development. Since social change depicts among other things, “the repercussive effect of social actions pursuit in conformity into the systematically related modes of fulfilling needs and meeting expectations which prevail in society”.

This implies a significant alternative of social structures (including higher learning), that is patterns of social actions, interactions and consequences, and the manifestation of such social structures as enshrined in norms, values attitudes etc.

Social actions in the area of entrepreneurship education are used for societal transformations. For instance, in Cuba, Nicaragua, Tanzania, Brazil, Singapore, India, Pakastine, Malaysia and host of other Asian nations called the “Asia Tigers”, was some time under scored by the approach of youth environment driven by her various institutions, especially that of higher institutions or education.

Onabanjo in Engenti (2012) also mentioned that empirical information shows that Julius Nyerere in 1976 introduced the ‘Ujama revolution’, when he noted that the development of the ‘community’ which must be self-reliance driven, must be anchored on “adults who have “higher order” knowledge “adults” in this case youth inclusive. His idea is on the empowerment of the youth through higher education was to propel the process of grassroots development. In Cuba Fidel Castrol, closed down all higher institutions of the country for the 1980-81 academic session and asked and compelled all the students and academics to proceed on a one-year mandatory extension service

programme at the grassroots level, aimed at empowering the youths for grassroots development and rebuild national consciousness.

Kalio (2018) supporting this view pointed out that the “Asian Tigers” placed emphasis on vocational educational training (VET), to provide youths or individuals with skills in technical and agricultural ventures (agri-prenurship) that are more or less directly applicable in the workplace. Secondly, those attending institutions of higher education need to change their mentality from “take-a-job” to “make-a-job” mentality in other for entrepreneurship curriculums to thrive through:’, identification or recognition of opportunities; commitment of resources in the presence of risk and creativity in operating an organization.

Egenti (2012) further emphasized that In 1976, Paulo Freire used the approach of conscientization as an adult education concept and philosophy to make radical changes in Brazil, especially as it concerns “liberation force” in the political context in which exists i.e. where issues, policies are determined and the citizens served whose lives should change for the better was not achieved, so, the citizens need to be liberated, because radical ideas can arises from current situational events and when such changes occur, they are normally the product of changes affected by a loss of people. He spent most of time educating the lower class, mostly, in the evenings. Through this, he designed what has come to be known as the “freirean approach” to Adult education liberation literacy. He also mentioned that change is possible by believing that the essence of man is freedom to; (create things, change things according to one’s perspective and ideas, project what does not exist now) etc. These are also indicators of Entrepreneurship by origin and context which in turn has a manifestation of liberalism in the development of intellectual power of the mind. Tools for Adult education and community development practices in action.

This Paul Frere strategies depict the certificate syndrome of such nations. Secondly, these ideas not only provided lively skills to the youths, but it engaged them in the processes that they can obtain both objectives and subjective resources of power which allow them to use power to achieve positive outcomes; acquisition of more control over decisions, which affect their life’s; seen in political and material process which increases their individual and group power, self-reliance and strength. These are basic elements in wider scope that are the strategies and approaches employed by Adult education and community development through; participatory approach, liberal education conscientization, vocational literacy, community capacity developments, mobilization, liberal learning. The strategies and approaches mentioned above as forces that drive the quest for entrepreneurship education, including need for technological evaluation of young industries, better organization environment with competitors and complementary organizations, demand characteristics of goods and services and institutional context of funding and other logistics that will enhance the growth of the sector amongst others.

It is in view of this facts that Albert (2012), emphasized that the knowledge gained from the university is expected to be developed relevant; that is, it should aim or target at solving specific problems. Because students and graduates are not just in the university to bag a degree but a degree that is relevant to the needs of the society.

Within this context the questions have to be asked about what kind of knowledge a university could provide towards preventing threats to national security or helping to solve manifest problems. The answer is the full implementation of the curriculum of entrepreneurial education, driven by the apparatus of adult education and community development in the general context.

## **CONCLUSION**

This paper advocated for entrepreneurship education through adult education and community development in Nigeria. Considering the effects and benefits of entrepreneurship education to a society, especially in the area of unemployment after higher education and associated societal ills that has made life of individuals and communities unbearable and unsustainable for the different gender. Depleting, depreciating economy, in terms of high inflation rate, drop in foreign exchange and reserves, high patronage in the importation of finished products abroad, occupational mobility for greener pasture, dilapidating social infrastructure emanating from low productivity in the economic sector of the nation was mentioned. The paper is using adult education and community development to call for reorientation, reinvestment, redirection of our educational structure towards “Entrepreneurship education” at all levels that will enhance self-reliance and dependency, self-sustenance, spirit of entrepreneuring ‘Entrepreneurs’ that will drive the force for proper skills acquisition amongst our graduates and set pace for rural community and urban cities development. Strategies and approaches to be adopted by the operators were discussed in respect to conscientization, mobilization, participatory, vocational literacy education as it was done by the ‘Asian Tigers’ and other nations of the world to rule out poverty, hunger, oppression and deprivation amongst the low-class citizens. Believing that this cannot be merely issues of classroom delivery of the subject matter, rather the anticipated skills drive must be practical as to tackle the socio-economic issues of the nation, in return allow graduates gain more awareness and embrace a number of development assets rooted in; acquisition of human resources and capacity building skills to generate wealth, improve the society, reduce urban-rural or rural-urban migration in search of non-existing white collar jobs and participate in the development of their communities. Through the spirit of harnessing the local natural resources abound.

## **RECOMMENDATIONS**

1. At the LGA, state and national levels the youth or adults alike should be allowed to participate in decision making process that will effect a change in the educational structure or curriculum of the nation as it affects their felt needs and that of the communities.
2. Adult educators and community development practitioners should be empowered to champion the conscientization and mobilization of our youths to accept the social changes that will metamorphor to social actions that will lead to cultural products and values of the society to complement the efforts of the government.
3. Government at the centre should accept their responsibilities toward genuine political will devoid of deceit and sentiment.
4. Funding of small-scale business as should be part of Nations annual budgetary provisions through enhanced grants.
5. More recognition should be accorded to the educators and practitioners as to assist the government curb some of her societal issues and problems, especially at the grassroot level.
6. Provision of social infrastructure at the grassroots level is also very necessary to return life to the communities and attract investors to establish at the rural areas.
7. Women cooperative societies should be encouraged morally and financially.

8. Government at all levels should go into partnership with foreign investors as to drive our GDP and foreign reserves.

## REFERENCES

- Albert, I.O., (2012). *Making education a force for sustainable peace and development 25<sup>th</sup> -29<sup>th</sup> combined convocation lecture*. Delivered on Wednesday, 7 November, 2012; At Ignatius Ajuru University of Education, Rumuolumeni.
- Amadioha, S.W. & Akor, V.O. (2018). Entrepreneurship Education in the 21<sup>st</sup> century in Nigeria in Okeke, B.C. Obunadike, J.C. & Ugbagiri, N, N. (eds.) *entrepreneurship education in the 21<sup>st</sup> Century Nigeria*. 1-38. West and Solomon Publishing Coy.
- Better, E.D. & Ajayi, O.C. (2012). Enhancing the teaching of Entrepreneurship Education in Nigeria tertiary, institution is an era of global competitiveness. Nigeria. *Journal of Curriculum Studies* 19 (2) 85-93.
- Buchotz, R & Rosenthal, S. (2005) Moral Entrepreneurship; Resource base ethics. *Journal of Agricultural and Environmental Ethics* 26 (2), 313-332.
- Egenti, M.N. (2012). *Contemporary fundamental issues in adult and non-formal education*. Pre-press professionals.
- Fajonyomi, A. (2013). Adult Education for sustainable livelihoods and building the culture of democracy. *Journal of Nigeria National Council of Adult Education* 19 (1), 14-39.
- Gontur, S. Makrop, D & Seyi, O.A. (2018). Application of Schumpeterian Entrepreneurship in Economic Development. Okeke, B.C. Obunadike, J.C. and Ugbagiri, N.N. (eds.) *entrepreneurship education in the 21<sup>st</sup> Century Nigeria*. 189-211. West and Solomon Publishing Coy.
- Kalio, G.A. (2018). The 21<sup>st</sup> century Nigerian Universities: Advocacy on Entrepreneurship and Agri-prenurship Education for enhanced economic development. In Okeke, I.N. & Obunadike, J.C. & Ugbagiri, N.N. (eds.) *entrepreneur education in the 21<sup>st</sup> century Nigeria*. 56-74. West and Solomon publishing coy.
- Kanu, I.N. & Onwukwe, V. (2008). *Introduction to small scale business and entrepreneurship education*. Circal star Publishers.
- Nduk, I.E. (2017). Entrepreneurship and lifelong education: A panacea for Economic Emancipation of individuals and developing nations. *Journal of Assertiveness*. 12 (1), 1-12.
- Nduka-ozo, S.N. (2012), Curriculum and Entrepreneurship skills acquisition of the Tertiary educational level: Implication for counselling. *Journal of Curriculum Studies* 19 (2), 71-77.
- Obilo, I.P. & Onukwugha, O. (2018). Roles of Entrepreneurship Education in the 21<sup>st</sup> Century Nigeria. In Okeke, B.C., Obunadike, J.C. & Ugbagiri, N.N. (eds.), *entrepreneurship education in the 21<sup>st</sup> Century in Nigeria*. 75-93, West and Solomon publishing Coy.
- Obunadike, J.C. & Ogwu-Agu, J. (2018). Exploring Entrepreneurship education in Nigeria: The Journey so far in Okere, B.C. Obunadike, J.C. & Ugbagiri, N. N. (eds.) *entrepreneurship education in the 21<sup>st</sup> century in Nigeria*. 96-118. West and Solomon publishing Coy.
- Ojeifo, S.A. (2013). Entrepreneurship Education in Nigeria. A panacea for Youth Unemployment. *Journal of Education and Practice*. 4 (6), 61-67.
- Oji, E.W. (2014). Assessment of the implementation of the Community development objectives of the (NDDC) Rice plantation intervention programme in Bayelsa and Rivers State. Unpublished Ph.D Dissertation. University of Port Harcourt.
- Ozoro, E. (2003). Development of Entrepreneurial and Employable skills through business education. *Journal of Business Education* 1 (3), 208-218.